

Visualizing Success - *Panorama.com, Newsela (with adaptations)* (<https://www.panoramaed.com/blog/8-social-emotional-learning-activities-high-school>)

Overview: In order to be successful, students need a balance of belief in their abilities to achieve, as well as an understanding that hard work and overcoming challenges is necessary. This activity demonstrates a real-world example of someone who had a positive mindset and determination to keep trying. This activity uses an article about Olympian Ashley Caldwell and how her growth mindset powered her three Olympic appearances, and it can be adapted to fit your curriculum using an alternate article.

Instructions for Implementation:

1. [Register](#) yourself and your students for [Newsela](#) and assign the article, "Heading to the Third Olympics" to your class.
 - Or go directly to the Washington Post article - [They told aerialist Ashley Caldwell to play it safer. 'But I didn't really listen to them.'](#)
2. *Before Reading:* Have your students try a visualization exercise.
 - First, close your eyes (if you're comfortable) and imagine what it looks, sounds, and feels like to accomplish a career goal you have.
 - Second, imagine that you are trying to achieve your goal and you make a mistake or have a failure along the way.
 - Third, imagine that when you make that mistake or experience a failure that you recover and move on from it.
 - Finally, imagine that you accomplish your career goal.
 - *Turn and Talk* - what did you come up with to recover and move on from your mistakes?
3. *Reading Strategy:* In small groups, have students work collaboratively to highlight in GREEN what Ashley does to overcome challenges she faces and highlight in YELLOW Ashley's thoughts and mindset.
4. *After Reading:*
 - Write Response (English class): How does Ashley show that she has a growth mindset? Cite two pieces of evidence from the article that support your response.
 - Peer Interview (academic/nonacademic setting): Pair students and have them interview each other: What is a career goal you want to achieve? How do you set yourself up for success? What do you do when the going gets tough? What advice do you have for someone else who is struggling with a challenge?

- **Employability/SEL Reflection:** Reflecting on one of the Employability/SEL standards, how would the outcome be different if you exhibited the skills or didn't exhibit the skills while pursuing your career goals.

Pro Tip: This activity can be modified to explore the lives of change-makers in any subject! How does growth mindset show up in your curriculum materials?

SEL Skills:

- Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges. (SE-C1)
- Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs. (SE-C3)
- Learners will be able to demonstrate perseverance when dealing with challenges and adversity. (SE-C5)
- Learners will be able to demonstrate conversational skills to determine the perspective of others. (SO-C1)

Employability Skills:

Develops positive relationships with others

- Communicates with others
- Collaborates with others
- Shows initiative and self-direction
- Sets personal goals for improvement

Other Content Standards: ASCA Mindsets & Behaviors

- M 2. Self-confidence in ability to succeed
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning
- B-LS 8. Actively engage in challenging coursework
- B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6. Demonstrate ability to overcome barriers to learning

Lofdahl, Lara. *8 Social Emotional Learning Activities for High School*,
www.panoramaed.com/blog/8-social-emotional-learning-activities-high-school.

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